

**English 9**  
**Grammar and Composition**  
**Introduction to Literature**  
**2011-2012 School Year**

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***Welcome!***

These pages will give you the information you will need to do well in this class and will give you an idea of how this class will run. You may view or print a copy of this syllabus from my website listed above. Please keep this syllabus in your binder as you will need it for reference now and again. I will not replace lost copies. It will be up to you to make copies of lost worksheets from a classmate or from the website. I try to put any worksheets or handouts on my wikispace if they are not copyrighted, so check it periodically if you need an extra.

**Text:** *Elements of Language Third Course*, Holt, 2007 (Grammar and Composition)

**Course Description:** This class reviews and emphasizes grammar, usage, vocabulary, and mechanics (capitalization and punctuation). Stress will be placed on the writing process and on the development of sentence and paragraph writing. Essay structure will be introduced and students will write descriptive, persuasive, narrative, and expository (informative) paragraphs and essays. Students will also be introduced to the procedure and process for writing a research paper. Research techniques, summarizing, and paraphrasing will be introduced.

**Course Plan**

**Unit One: Study Skills**

**Objectives:** 1. Students will review and use good study habits and test-taking skills.

Study Skills handout and PowerPoint presentation

Assignments: quiz, note taking

**South Dakota Content Standards met in this unit:**

**9.R.2.1** Students can **evaluate** text by applying comprehension strategies.

**9.LVS.1.2** Students can **implement** organizational methods for informative presentations.

**9.LVS.1.4** Students can **support** a presentation with audio/visual aids and technology considering audience and purpose.

**Unit Two: Grammar, Usage and Mechanics**

**Objectives:** 1. Students will review and expand their knowledge of grammar, usage, sentence-writing, capitalization, punctuation, spelling and vocabulary. Some will master these skills.

Text Chapters: 9, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 28

Parts of Speech  
Sentence and Its Parts  
Using Phrases

Clauses and Sentence Structure  
Writing Complete Sentences  
Using verbs correctly

Subject- Verb Agreement  
Using Pronouns, pronoun agreement  
Using Modifiers

Capitalization  
Punctuation

Assignments: Pretests, teaching (note-taking), homework (worksheets and book assignments), review, and tests

**South Dakota Content Standards met in this unit:**

- 9.R.1.1 Students can **apply** example clues to extend vocabulary.
- 9.R.2.1 Students can **evaluate** text by applying comprehension strategies.
- 9.W.2.1 Students can **revise** text for the correct use of phrases.
- 9.W.2.2 Students can **identify** and **incorporate** prepositional phrases in the writing process.

**Unit Three: Sentence and paragraph writing, essay writing**

- Objectives:**
1. Students will practice and develop their sentence and paragraph writing skills. Mastery of these skills is expected.
  2. Students will expand their knowledge of the writing process. Mastery in the use of this process will be expected.
  3. Students will expand on their knowledge of essay writing. Mastery of essay writing technique will be expected.

Text Chapters: 1, 2, 10, 11, 3, 4, 5, 8

Writing Process

6 + 1 traits

Sentences to Paragraphs

Paragraphs to Compositions

Elaboration

Revising Sentences

Style and Effective Language

Assignments: homework and class work (4 paragraphs and 4 essays- narrative, descriptive, informative, and persuasive), tests

**South Dakota Content Standards met in this unit:**

- 9.R.5.1 Students can **evaluate** primary and secondary sources for credibility.
- 9.R.5.2 Students can **interpret** procedural text to complete a multiple-step task.
- 9.W.1.1 Students can **write** a thesis statement for an expository or persuasive document.
- 9.W.1.2 Students can **revise** a document for sentence fluency.
- 9.W.2.1 Students can **revise** text for the correct use of phrases.
- 9.W.2.2 Students can **identify** and **incorporate** prepositional phrases in the writing process.
- 9.LVS.1.1 Students can **analyze** the use of images, text, and sound in media for accuracy, validity, and influence.

**Unit Four: Research Report**

- Objectives:**
1. Students will broaden their writing experiences by writing a short research report.
  2. Students will develop good research skills by finding quality sources from reliable sources.
  3. Students will be introduced to summarization and paraphrasing skills.
  4. Students will be introduced to correct documentation formats (MLA).

Text Chapters: 6, 7

Research Report

Assignment: research report with title page, works cited page, and appropriate research sources

**South Dakota Content Standards met in this unit:**

- 9.R.2.1** Students can **evaluate** text by applying comprehension strategies.  
**9.R.5.1** Students can **evaluate** primary and secondary sources for credibility.  
**9.R.5.2** Students can **interpret** procedural text to complete a multiple-step task.  
**9.W.1.1** Students can **write** a thesis statement for an expository or persuasive document.  
**9.W.1.2** Students can **revise** a document for sentence fluency.  
**9.W.1.3** Students can **write** an informational document using primary and secondary sources that are listed on a reference page.  
**9.W.2.1** Students can **revise** text for the correct use of phrases.  
**9.W.2.2** Students can **identify** and **incorporate** prepositional phrases in the writing process.  
**9.LVS.1.1** Students can **analyze** the use of images, text, and sound in media for accuracy, validity, and influence.

**Text:** *Literature: 4<sup>th</sup> Course:* Glencoe, 2009 (Introduction to Literature)

**Description:** This semester course is designed to be a foundation course that introduces the basics of literature. It will introduce the genres, literary devices, terms and techniques students will need to be successful in future literature classes. Students will learn to be critical readers and will learn how to read actively. Students will also learn to analyze reading selections and will learn the importance of writing about what is read.

- Outcomes:** At the completion of the course, each student must be able to do the following:
1. Explain the elements of style and subject matter in each of the genres (short stories, novels, poetry, essays and other non-fiction, epics, dramas) covered.
  2. Analyze and critique literary selections both in writing and in discussion.
  3. Use and identify all the literary devices, techniques and terms discussed in this class.
  4. Identify the genres presented in class and write in those genres.
  5. Demonstrate an understanding among literature, culture, technology and history

Course Plan

**Unit 1- The Short Story**

Theme 1- Matters of Life and Death

Stories Read:; "The Lady, or the Tiger"; "The Most Dangerous Game"; "The Cask of Amontillado", "The Leap," "Blues Ain't No Mockin Bird," "The Interlopers"

Theme 2- Rewards and Sacrifices

Stories Read:; "The Gift of the Magi"; "Rules of the Game," "Sweet Potato Pie", "The Scarlet Ibis", "The Bass, the River and Sheila Mant", "Liberty"

Theme 3- Dreams and Reality

Stories Read: "The Secret Life of Walter Mitty"; "The Necklace", "American History", "Mrs. James", "The Son from America", "The Lumber Room"

Assignments: Reading quizzes, Writing assignments (Writing an ending, Literary analysis, Character Sketch, Short Story-daydream), Group Project with five stories

## South Dakota Content Standards met in this unit:

- 9.R.1.1 Students can **apply** example clues to extend vocabulary.
- 9.R.2.1 Students can **evaluate** text by applying comprehension strategies.
- 9.R.2.2 Students can **read fluently** to comprehend grade-level text.
- 9.R.3.1 Students can **analyze** an author's use of literary elements in fiction.
- 9.R.4.1 Students can **analyze** text to **determine** the influence of time period, culture, geography, and author's background.
- 9.LVS.1.1 Students can **analyze** the use of images, text, and sound in media for accuracy, validity, and influence.
- 9.LVS.1.2 Students can **implement** organizational methods for informative presentations.
- 9.LVS.1.4 Students can **support** a presentation with audio/visual aids and technology considering audience and purpose.

## Unit 2- Nonfiction

### Theme 4- Looking into Lives

Readings read: Excerpt from *Black Boy*, "Of Dry Goods and Black Bow Ties", "Only Daughter," "A Brother's Crime," *The Murder of Abraham Lincoln*

### Theme 5- On the Move

Readings read: *All God's Children Need Traveling Shoes*, "Walking," "Sayonara," *Into Thin Air*,

### Theme 6- Finding Common Ground

Reading read: "A New Generation," "That One Man's Profit Is Another's Loss," "Daylight Saving," "Thought on Fenway Park," "Taxpayers Will Get A Return on Investment," "Other Revenue Sources Should Be Pursued," "Put Down the Backpack," "A Day of Pleasures," *To Be Young, Gifted, and Black*

Assignments: Reading quizzes, Author and Selection tests; Vocabulary tests; Writing assignments (Essays- First hand account, personal narrative, biography)

- 9.R.1.1 Students can **apply** example clues to extend vocabulary.
- 9.R.2.1 Students can **evaluate** text by applying comprehension strategies.
- 9.R.2.2 Students can **read fluently** to comprehend grade-level text.
- 9.R.4.1 Students can **analyze** text to **determine** the influence of time period, culture, geography, and author's background.
- 9.LVS.1.3 Students can **clarify** and **defend** positions with precise and relevant evidence within an informal setting.

## Unit 3- Poetry

### Theme 6- Nature Inspires

Authors read: William Wordsworth, Walt Whitman, Vachel Lindsay, Mary Oliver, Wendell Berry, Matsuo Basho, Katy Peake, Paula Yup, Robert Burns, E.E. Cummings

### Theme 7- Life Lessons

Authors read: Alma Luz Villanueva, Theodore Roethke, Gordon Parks, Gary Soto, Alice Walker, Nikki Giovanni, Emily Dickinson, Joy Harjo, Robert Frost, Langston Hughes, Paul Laurence Dunbar

### Theme 8- The Strength of Family

Authors read: Margaret Walker, Rita Dove, Don Hill, Mark Twain, Micere Githae Mugo,

Assignments: Reading quizzes, Author and Selection tests; Vocabulary tests; Writing assignments (Poems-advice poem, definition poem, narrative poem)

- 9.R.1.1 Students can **apply** example clues to extend vocabulary.
- 9.R.2.1 Students can **evaluate** text by applying comprehension strategies.
- 9.R.2.2 Students can **read fluently** to comprehend grade-level text.
- 9.R.3.1 Students can **analyze** an author's use of literary elements in fiction.
- 9.R.4.1 Students can **analyze** text to **determine** the influence of time period, culture, geography, and author's background.
- 9.LVS.1.1 Students can **analyze** the use of images, text, and sound in media for accuracy, validity, and influence.
- 9.LVS.1.2 Students can **implement** organizational methods for informative presentations.
- 9.LVS.1.3 Students can **clarify** and **defend** positions with precise and relevant evidence within an informal setting.

#### Unit 4- Drama

Theme 9- The Power of Love

Play read: *Romeo and Juliet*

Assignments: Reading quizzes, Author and Selection tests; Vocabulary tests; Writing assignments (Compare/Contrast Essay)

- 9.R.1.1 Students can **apply** example clues to extend vocabulary.
- 9.R.2.1 Students can **evaluate** text by applying comprehension strategies.
- 9.R.2.2 Students can **read fluently** to comprehend grade-level text.
- 9.R.3.1 Students can **analyze** an author's use of literary elements in fiction.
- 9.R.4.1 Students can **analyze** text to **determine** the influence of time period, culture, geography, and author's background.
- 9.LVS.1.1 Students can **analyze** the use of images, text, and sound in media for accuracy, validity, and influence.
- 9.LVS.1.2 Students can **implement** organizational methods for informative presentations.
- 9.LVS.1.4 Students can **support** a presentation with audio/visual aids and technology considering audience and purpose.

#### Unit 5- The Epic and the Novel

Theme 11- Journeys

Epic read: *The Odyssey*; Novel read: *The Adventures of Huckleberry Finn* and other novels

Assignments: Reading quizzes, Author and Selection tests; Vocabulary tests; Writing assignments (Critique essay)

- 9.R.1.1 Students can **apply** example clues to extend vocabulary.
- 9.R.2.1 Students can **evaluate** text by applying comprehension strategies.
- 9.R.2.2 Students can **read fluently** to comprehend grade-level text.
- 9.R.3.1 Students can **analyze** an author's use of literary elements in fiction.
- 9.R.4.1 Students can **analyze** text to **determine** the influence of time period, culture, geography, and author's background.
- 9.LVS.1.1 Students can **analyze** the use of images, text, and sound in media for accuracy, validity, and influence.
- 9.LVS.1.2 Students can **implement** organizational methods for informative presentations.
- 9.LVS.1.4 Students can **support** a presentation with audio/visual aids and technology considering audience and purpose.

**Other Assignments:**

Vocabulary- weekly lessons, test every four lessons  
Daily Language Workout (DLW)- Daily sentence, quiz every five days  
Daily Journal- Daily journal prompt, scored every two - three weeks  
Semester project- turn in completed portfolio of work

**Requirements:** Each student will be expected to read assignments, complete homework, complete in- class and out -of-class assignments, do research projects and reports, prepare and deliver class presentations and create a portfolio that demonstrates learning and improvement in writing.

**Evaluation:** Each student will be evaluated with tests, quizzes, presentations, and various projects and written assignments. Effort shown by students in class and in the completion of requirements will also be evaluated and used at quarter and semester time for grading.

**Required materials---** Please bring the following to class with you everyday: pen (blue or black) or pencil, notebook (especially for this class), a binder, and textbook. There will be no locker passes during class so come prepared. Repeatedly forgetting class supplies will result in consequences such as detention, referrals, parental contact, involvement of principal, etc.

**Grading scale:**

100 - 93% = A
92 - 86% = B
85 - 78% = C
77 - 70% = D
69 – 0 % = F

**Grades:** Grade sheets will be handed out every Monday (or the first day of school each week). Students can check their grades using Campus on the internet. I put grades into the computer on Sundays, so grades are usually current. It is your responsibility to check papers against grades in Campus. Please see me after class if there are any questions or concerns about grades.

**Graded papers and handouts:** You will keep all graded papers and handouts for future reference. A file folder will be provided for this purpose. If there is ever a discrepancy in a grade, your file folder will be used to find any possible errors. Without the grades in the file folders, all class grades will stand as is. At the end of each grading period, unwanted papers may be recycled.

**Semester Grading:** Semester grades will be determined by averaging the percentages of the two quarters (1<sup>st</sup> and 2<sup>nd</sup> quarters for first semester or 3<sup>rd</sup> and 4<sup>th</sup> quarters for second semester) and taking the percentage times .8. The semester test percentage will be taken times .2 and the two numbers added together to get the semester percentage. For example: A student's 1<sup>st</sup> quarter percentage is 88% and his 2<sup>nd</sup> quarter percentage is 90%. This would make the average of the two quarters an 89%. This taken times .8 would be 71.2. The student's semester test percentage was a 78%. This taken times .2 would be 15.6. The student's final semester grade would then be 71.2 + 15.6 = 86.8%, which would round to an 87%.

**Classroom behavior---** Your responsibilities in this class are:

1. To respect the school and the things in it
2. To respect your classmates
3. To respect yourself

Each class will discuss what this means and create rules to follow when in my classroom. Every day the class will begin with early work. Please use the restroom between classes and be in your seat when the bell rings. If an emergency arises, please ask and take a pass to the restroom.

**Responsibilities:** Your responsibilities are very important to this class. If you fail to meet your responsibilities, referrals for points and/or a meeting with me and/or others, as well as a failing grade in this class may result. My responsibilities are just as important, so if you need help, have a question or are having problems; please see me before or after school or during my preparation period. I will be happy and more than willing to help. See me for a planner pass before you come to my room so that I know to be in my room.

**Detention:** Not having homework done or not adhering to the rules in the student handbook or to the class rules will result in consequences. Some behavior (or lack of) may result in an assigned detention. Detention will be held after school from 3:30 to 4:00 P.M. or until the assignment is completed correctly and turned in (if the work takes more than 30 minutes). Detention will be with me in my room. You will call your parent or guardian to inform him or her of the detention. In the event that I cannot have detention, I will notify Mr. Lewis, and you will serve it with him or with another teacher after school. Failure to come to an assigned detention will result in a referral and possibly other disciplinary action.

**Absences and makeup work:** You must makeup any work missed because of any absence. **If you know you are going to be gone, such as for an appointment, a sporting event, a funeral, etc., please see me for your assignment and turn it in before you leave unless I exempt you.** Be sure to see me before or after school or during my preparation period. I will not discuss makeup work during class. If you miss due to illness or other unforeseen problem, please see me immediately (that morning) upon your return to receive your makeup work. You will have as many days that you were gone plus one day to complete and hand in all makeup work done. Any work not completed by the deadline will be completed in detention. **I will not tell you if you are missing work due to an absence(s), as it is your responsibility to see me, receive your assignments, and turn the work in.** All lesson plans, calendars and work due are available via e-mail, in the binders at the front of the room and on my wiki space (see the address above). There is no reason for any student not to know what happening in class at any given time.

**Cheating:** Cheating in any form (copying work, taking or copying work from the Internet and claiming it is yours, looking at another's paper during a test or quiz, or telling others the answers on tests or homework) is considered a serious, major offense and will result in a teacher taking the assignment or test and a student being referred, serving detention and redoing work at reduced credit. Please see the student handbook in your planner for more information.

**Dismissal:** Please **stay in your seat** until the bell rings to dismiss the class or until I dismiss you.